



# GIFTED SERVICES GAZETTE

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Rowe Van Meter, Ed.D Coordinator of Gifted Service

[rowe.vanmeter@wesdschools.org](mailto:rowe.vanmeter@wesdschools.org)

## Quarterly Parent Meeting

Our second quarterly parent meeting is **Wednesday, November 10, 2021 from 6:00 – 7:00** p.m. This meeting will be virtual again. First, information will be presented and then we will have a few family games.



LINK: <https://bit.ly/3idKnUv>

## WESD Parent Gifted Committee?

### Would you like to be involved?

Some parents and family members have expressed an interest in forming a gifted parent group for WESD. What would you do? Well, really that's up to you! First, meet and decide your goals. Ideally, to advocate for gifted students in the district and ensure students are being challenged and engaged. Contact: [rowe.vanmeter@wesdschools.org](mailto:rowe.vanmeter@wesdschools.org) for more information on meetings.

**Recording from parent night-** September 15, 2021

Couldn't make it to the last meeting: It's recorded. [Link here.](#)

It's also on the district website: Department-Academic Services- Gifted- Family Nights

**Gifted Testing** If you would like to refer a child for testing, talk to the gifted teacher on your campus or complete the screening form and permission from the [Gifted Services webpage](#). The next testing window will be in November and varies by school site.

## Areas of Giftedness

There are 3 areas of giftedness. *Do you know what your child's strength is?* Some children are gifted in two or even all three areas. Qualification means students are in the 97th percentile or above- that means they scored higher than 97 percent of other students in their grade and their age. In WESD, 50% of our students are Nonverbally gifted, 30% are Quantitatively gifted, and 20% are Verbally gifted.

**Verbal giftedness:** The Verbal Battery tests a student's vocabulary, comprehension of ideas, verbal memory, and ability to discover word relationships. Statistics show a high correlation between high verbal ability and success in a variety of school subjects.

### Quantitative Gift

white → snow : black →

- A brown
- B bronze
- C rain
- D coal
- E clouds

**edness:** The Quantitative Battery tests the student's mathematical reasoning and problem solving ability and provides an assessment of the student's general level of abstract reasoning.

## Nonverbal Giftedness

10	→	8				
8	→	6				
6	→	?	4	6	8	10
			J	K	L	M

The Nonverbal Battery presents only geometric shapes and figures that have little direct relationship to formal school instruction. The tests require no reading and relates to spatial reasoning.

□ ■ → □ □						
● ○ → ?	● ●	● ○	● ●	○ ○	● ○	
		J	K	L	M	N

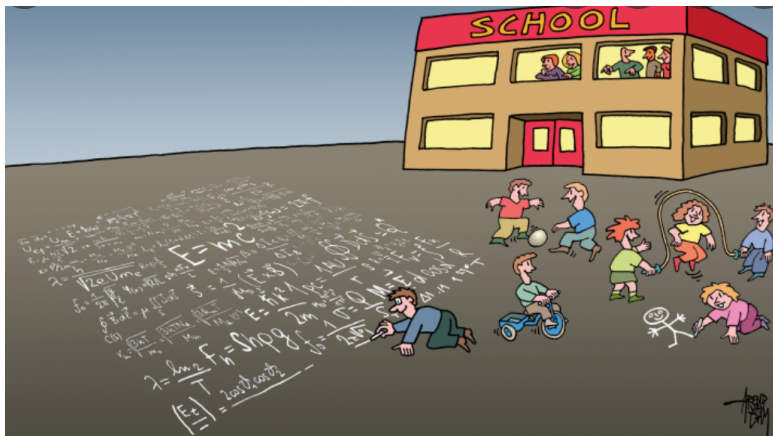
## What Does a Gifted Student Need?

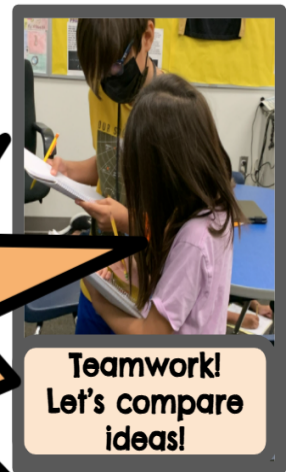
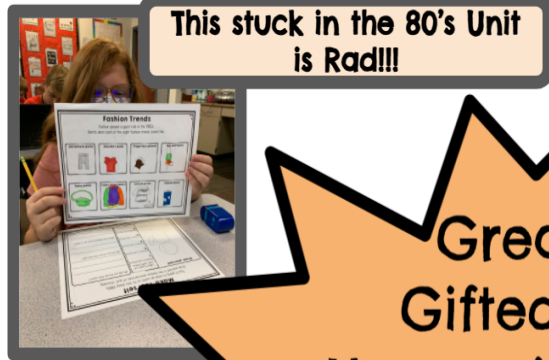
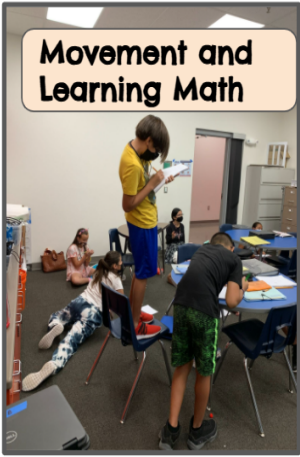
A Cognitive Abilities Test is not like other tests. It is a learning abilities test that says little about what students actually already know and more about what they are capable of figuring out. It measures potential! The CogAT test is a way to determine which skills your child is using to reason through a problem and to come to a conclusion.

**Verbal** Since most classroom instruction and assignments are language-based, these students typically perform very well in the classroom on a daily basis. To support their advanced linguistic abilities, they may need to be provided with enrichment activities including advanced vocabulary, real-world writing, and a wide range of supplemental reading. Students with low verbal scores may struggle with reading, writing, and other language-based activities. They may need supplemental instruction in vocabulary as well as in basic literacy skills.

**Quantitative** Enrichment tasks should go beyond calculations and include mathematical thinking, explorations of advanced concepts, and real world problem solving (probability, codes, etc.). Students with low quantitative scores may need supplemental instruction in basic math skills to achieve success.

**Non-verbal** Students with high non-verbal scores often do well with logic, models, creative thinking, constructions or building, technology, or other non-language based activities. Because the problem solving skills on the non-verbal subtest have little direct correlation to most reading, writing, and math instruction, students with high non-verbal scores who have strong aptitudes in this area may not be easily recognized in the classroom. It is important to help these students continue to develop their verbal and quantitative skills, but also to find ways for them to apply their excellent non-verbal skills. Use a variety of graphic organizers and other pictorial ways for students to demonstrate learning. Provide opportunities for creative problem solving, finding logical patterns and relationships, and use of high-level questions and critical thinking activities. Students with low non-verbal scores may just not have strengths in this area, OR may have had no previous experience with this type of thinking.





**Great Gifted Happenings September 2021**

